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ABSTRACT

The Assessments of Performance in Teaching (APT), presented here, is a classroom teacher performance evaluation procedure mandated by the South Carolina Legislature for all student and first year teachers, and will be implemented in 1982. Aiming to measure minimal competence, the instrument addresses five performance dimensions: planning; instruction; classroom management; communication; attitude. Each dimension is measured through eight to eleven dichotomous (yes/no) observational statements, selected through a content validity survey of South Carolina educators as being essential observable and relevant indicators of teaching competence. The teacher is allowed to prepare specific lessons which enable him to demonstrate ability to perform at such levels; the lessons are then observed on three occasions by different observers. The assessment is a composite of the three observer ratings. Each skill required by every dimension must be satisfactorily demonstrated to successfully complete the APT. Teacher demographic information, observation schedules, observation data, and lesson plans are documented on specially designed data collection sheets. As a result of the field test, standards will be validated or revised before final implementation. (Author/AEF)

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Assessments of Performance in Teaching

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Field Study Instrument

TM 810 643

Assessments of Performance in Teaching
Field Study Instrument

July 1981

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Assessments of Performance in Teaching
Field Study Instrument

TABLE OF CONTENTS

Introduction 1

Summary of Procedures 6

Performance Dimension 1: Planning 7

Performance Dimension 2: Instruction 9

Performance Dimension 3: Management 11

Performance Dimension 4: Communication 13

Performance Dimension 5: Attitude 15

Supplementary Notes 17

Demographic Sheet 18

Schedule Sheet 19

Planning Sheet. 20

Observation Sheet 21

Conference Sheet 23

INTRODUCTION

BACKGROUND

The Educator Improvement Act (Act 187 of 1979) established The Educator Improvement Task Force to supervise the development of a teaching performance evaluation instrument. Beginning July 1, 1982, all student and first-year teachers will be observed in the classroom and an assessment will be made of their performance using this instrument. Student teachers will receive assistance, training, and counseling to overcome identified deficiencies. First-year teachers will need to complete the assessment satisfactorily for reemployment. If the instrument is used by a school district with experienced teachers, the evaluations will serve as a guide to the establishment of staff development programs.

The Educator Improvement Act (Act 187 of 1979) will be implemented on July 1, 1982.

The evaluation instrument will determine whether teachers can apply fundamental teaching skills in the classroom. The instrument is not intended to assess proficiency; it will measure minimal competence. The minimum standards established for the instrument's use during field testing are tentatively set for purposes of this study only. No teacher evaluation decisions should be made from these results.

The ***Assessments of Performance in Teaching: Field Study Instrument*** (APT Instrument) measures minimal competence -- not proficiency.

The ***Assessments of Performance in Teaching: Field Study Instrument*** (APT Instrument) was derived from more than 60 state and national teacher evaluation forms. The Performance Dimensions included in the APT Instrument were those endorsed by more than 12,000 South Carolina educators through a statewide survey as essential, relevant, and observable measures of teaching. After several revisions, pilot testing, and data analysis the APT Instrument has been prepared in its present form for a statewide field test. Further revisions may be necessary before validation of its use is established.

The Performance Dimensions in the APT Instrument were endorsed by more than 12,000 South Carolina educators as essential, relevant, and observable teaching practices.

As a classroom observational assessment the APT Instrument is not intended to describe the complete art and science of teaching. Teacher preparation institutions should not assume these Performance Dimensions to be the sum or essence of an educational program nor should school districts hold teachers accountable for only those demonstrations. Many other factors are important in teacher evaluation that cannot be measured by APT. However, the observations made through the use of the APT have been judged to be part of a larger scope of instructional practices that lead to better education.

The APT Performance Dimensions are not the only factors important to teacher evaluation.

The APT Instrument is divided into five Performance Dimensions. Each Performance Dimension is measured through eight to eleven observational statements. The observational statements are dichotomous (yes/no) decisions that indicate whether or not a teaching skill or behavior was demonstrated during the observation. Specific evidence in the form of a statement citing one or more incidents describing the demonstration is required. The documentation of evidence is an important component in the APT Instrument.

Each Performance Dimension is measured by 8 to 11 dichotomous observations.

Observed evidence must be cited for each behavior or skill demonstrated by the teacher.

Each Performance Dimension is an essential area of teaching competence. The eventual standards to be set will require observations of a certain number of the skills or behaviors within that dimension. Each Performance Dimension must be satisfactorily demonstrated to successfully complete the APT. The assessment will be the composite of three observers' ratings. Through the results obtained by the field test these standards will be validated or revised before the actual implementation.

Each Performance Dimension will need to be satisfactorily performed by demonstrating the required number of skills or behaviors in the observational statements.

PERFORMANCE OBSERVATIONS

All lessons prepared for observation are expected to be model lessons. These are the teacher's opportunities to present 'showcase' demonstrations of their abilities. No assumptions are made that the teachers have ever performed this way or will ever again. The demonstration indicates only that the teachers can perform at such levels. The result will be the identification of teachers who even upon request cannot demonstrate essential skills in teaching. Therefore, all teachers must be aware of their responsibilities to prepare the vehicle for their best performances.

The lesson presented by the teacher is expected to be a 'showcase' model of instruction demonstrating that teachers can perform at such levels.

There are many appropriate techniques and effective methods for teaching and this instrument recognizes several means to achieve a specific performance demonstration. Although some teaching strategies are not accepted (e.g., beating children), the intent is to allow for the greatest latitude in presenting instruction within reasonable limits. A variety of techniques will need to be demonstrated during a lesson because through this assessment documentation will be provided indicating the teacher can perform many tasks.

A variety of teaching methods should be demonstrated during the observational period.

The APT Instrument recognizes that students are different from one another and that learning will be enhanced through a variety of instructional methods. For example, in considering the needs of students, teachers will show that they are able to teach in different modalities of learning styles (hearing, seeing, feeling), at different rates (fast or slow learners), and for different levels (high or low ability groups). Many items in this instrument are not appropriate for clinical settings of one-to-one teacher-student situations where variety cannot be demonstrated. Teachers will need to have a classroom of students (i.e., two or more students) to be assessed with the APT Instrument.

Teachers must accommodate differences in student learning styles, rates, and abilities.

APT requires a teacher to have more than one student in the classroom.

In order to allow teachers to demonstrate their best performance, they must be given a major role in the decision about when the observations are to occur and in which class. Each observation period should last a minimum of 30 minutes and not exceed 60 minutes. For this field study all observations must take place between October 5 and November 13. The teacher and three observers should work out a schedule of observation times well in advance of the classroom visitation and complete the observation schedule for documentation. Unannounced observations would not allow the teacher to prepare a model lesson.

An observational period lasts from 30 to 60 minutes.

Unscheduled observations would not permit a teacher to prepare a model lesson

The completion of the Planning Sheet is a requirement of the APT. The Planning Sheet is not a substitute for a lesson plan but an adaptation for assessment purposes. Although writing lesson plans may not be an ordinary procedure for all competent teachers, it is necessary here for teachers to demonstrate that they can prepare for their lessons. The Planning Sheet is scored before the classroom observation is made. Changes or adjustments in plans during the lesson may be made when necessary to enhance instruction. A grade book or record of progress must be shown to the observer as evidence that student records are maintained.

A Planning Sheet and a record of students' progress must be provided by the teacher.

The documentation of evidence is an important component in the APT Instrument. Teachers must be informed of their responsibilities so that they can prepare the Planning Sheet properly. The intent is not to trick teachers or to identify deficiencies due to technicalities. Instead, the purpose is to provide the means for teachers to demonstrate their ability.

Teachers must be informed of their responsibilities in the APT, not tricked by technicalities.

OBSERVERS

All observers using the APT Instrument must be trained to meet standards of reliable accuracy. Some terms and aspects of procedures will need definition, practice, and understanding available only through the training program. The observers should have had extensive experience in education before the training begins. As experienced educators the observers will bring with them a level of expertise to make judgmental decisions as to the adequacy of evidence in the observations.

All observers must be experienced educators and trained to reliability standards before using the APT Instrument.

Three different people must observe a teacher during separate lessons in order for the assessment to be considered valid. For purposes of the field study these observers should be the principal, a peer teacher, and a district office supervisor for beginning teachers. Student teachers should be observed by the student-teacher supervisor, the cooperating teacher, and the principal of the school. Depending upon time, distance, and the availability of trained observers, however, these selections may need to be altered.

Three different observers must prepare Observation Sheets on separate classroom visitations.

Observers should obtain a copy of the Planning Sheet and records of student progress from the teacher and score Performance Dimension 1 before the lesson begins. Observers should then observe the lesson being presented. Observers are encouraged to move around the classroom to hear and see the instructional process if this can be done without interfering with the lesson. Observers may choose to take notes to recall evidence. Immediately following the classroom visit Performance Dimensions 2 through 5 should be scored on the Observation Sheet.

The first Performance Dimension is to be scored after reviewing the Planning Sheet and records, and the remaining Performance Dimensions are to be scored immediately after the observational period.

The APT Instrument measures teaching skills and behaviors through the observation of teachers. Because of the variability among classes of students in such things as ability and receptivity, it would be unreasonable to assess teachers by those things that students accomplish. Consequently, the observations in the APT Instrument focus on what the teacher does and not how the students respond. For

The APT Instrument focuses on the teacher's actions and not the students' behavior.

example, teachers are expected to provide students with opportunities to express personal ideas. If students refuse to use the opportunity, the teacher is still credited for having made the opportunity available.

Specific evidence or the citation of a particular incident is required to say that the teacher has demonstrated the skill or behavior. It is important to this validation study that only demonstrations that were observed be recorded. To know that a teacher usually does something but did not on that day is not evidence for demonstration. To give the teacher 'the benefit of the doubt' would jeopardize the research findings by inflating scores.

Observers must see the demonstration of a behavior or skill during the observational period.

On a cautionary note, however, it is equally important not to be narrowly confining. If the observer becomes so 'picky' that only one of a number of reasonable means to achieve success is admissible, the creative art of teaching might suffer. For example, if a teacher were to use a videotaped recording of the students as a motivational technique in a language arts class but the observer knew of a better stimulation device, the demonstration should still be credited as one of a number of reasonable motivational techniques.

The teacher may choose any one of a number of reasonably acceptable techniques for satisfactory demonstration of an observational statement.

FIELD STUDY

The validity of the field study and the eventual legality of the procedures depend on several steps being followed. All data collected for the field study must be coded with a nine-digit number for observers and teachers in order to protect confidentiality. It is recommended that social security numbers be used so that they will be remembered. If a different number is used it must be communicated to the district or institution and to the project office to insure that it is not confused with data from any other sources. This number should be entered on the Demographic Sheet.

All observers and teachers must identify themselves in the field study by using a nine-digit number such as their social security number.

The APT Instrument was designed for certified beginning teachers and student teachers; it is not appropriate in situations where the teacher is instructing out-of-field. All teachers to be observed must be oriented in the procedures to be followed, instructed in what is expected of them, and given a copy of the APT Instrument.

Certified beginning teachers and student teachers instructing in their field are to be assessed with the APT Instrument.

All beginning and student teachers must receive an orientation to the APT before they schedule their observations.

The observation times must be agreed upon by the teacher and the observers and entered on the Schedule Sheet. The Schedule Sheet and all Demographic Sheets should be sent to the Task Force office by October 2. Before each observation the teacher must prepare a Planning Sheet so that the observer can score this component prior to the classroom performance. The observer should obtain the Planning Sheet from the teacher at least 30 minutes before the lesson begins.

The observational schedule is agreed upon by the teacher and the three observers.

After the observation is concluded the observer should complete the Observation Sheet. Evidence must be stated to show clearly that skills or behaviors required have or have not been demonstrated. Each teacher is also required to complete an Observation Sheet as a self-evaluation for each lesson observed. All Observation Sheets (one

Three Observation Sheets and three self-evaluations are to be returned to the principal or student-teacher supervisor for the post-observation conference.

from each observer and three self-evaluations) are to be returned to the evaluator for compilation on the Conference Sheet. It is recommended that the evaluator be the principal for beginning teachers and the student-teacher supervisor for student teachers.

The observations should take place within a one- to two-week period. Within one week of the last observation a conference should be held with the teacher and the evaluator. If possible the other two observers should be present as well. During the conference the Observation Sheets should be shared and compared with the teacher's self-evaluations. Strengths and weaknesses should be identified in each Performance Dimension and summarized on the Conference Sheet. Any performance deficiencies found should be addressed with remediation possibilities. That is, if a Performance Dimension score were found to be too low, a college course, an in-service workshop, a methodology text, a visit to another classroom, or a classroom exercise might be recommended. As an experimental study this year the remediation component is not as important as the practice in conducting the conference successfully and professionally.

A summary of strengths and weaknesses identified by the observations is stated on the Conference Sheet.

All forms are to be returned to the Task Force office as soon as the post-observation conference is held. Data sent after November 20 cannot be entered for computer analysis. All districts and institutions will receive a composite profile of their teachers' performance compared to the statewide results and to the tentative standards set for this study.

All data (Observation Sheets, self-evaluations, and Conference Sheets) are to be returned to the Task Force office by November 20.

IMPLEMENTATION

The APT Instrument will be validated according to the results of this study. Minor revisions can be expected before its official implementation on July 1, 1982. Until that time it is not a valid assessment of teacher performance and no employment decisions should be made from its use.

The APT Instrument has not been validated yet and should not be used for employment decisions during the 1981-82 school year.

The APT Instrument will be validated by the judgment and practice of South Carolina educators during 1980, 1981, and 1982. Educational purposes and needs will continue to change in years to come. Knowledge of teaching performance and evaluation has grown considerably in the past three decades and is expected to continue in decades to come. Consequently, the APT Instrument should be an evolutionary tool that is continually modified with the addition and deletion of dimensions and observations. All observers and teachers using the APT Instrument this year are invited and encouraged to send their suggestions, comments, and reactions to the Task Force office to be considered in revisions.

Revisions in the APT Instrument are expected and encouraged.

SUMMARY OF PROCEDURES

August 3-6, 10-13, 18-21	Four-day training sessions held for field coordinators
August 10 - October 2	All observers trained in 24- hour sessions Observer Demographic Sheets, Training Sheet, Observation Sheets, and Criterion Sheets returned to Task Force office
August 18 - October 2	All beginning and student teachers oriented in two-hour session Teacher Demographic Sheets returned to Task Force office
By October 2	Three observations of each teacher scheduled Schedule Sheets returned to Task Force office
October 5 - November 13	Teachers prepare three Planning Sheets and are observed three times
	Completed Observation Sheets returned to evaluator by observers
	Completed self-evaluations returned to evaluator by teacher
	Evaluators compile observations on Conference Sheet
October 12 - November 20	Post-observation conferences held Observation, self-evaluation, and Conference Sheets returned to Task Force office
November 23 - December 31	Data analysis performed by Task Force
January	District and Institution profiles prepared and returned by the Task Force
February - April	Final revisions and recommendations made to APT by the Task Force
May - June	Final reports published and distributed
July 1, 1982	Implementation of Act 187

PERFORMANCE DIMENSION 1

A COMPETENT BEGINNING TEACHER PLANS LEARNING ACTIVITIES TO MEET OBJECTIVES AND STUDENT NEEDS.

This dimension refers to the teacher's ability to prepare for learning experiences which efficiently provide students the opportunity to acquire the intended knowledge or skills. This Performance Dimension (PD) is not to be rated on the basis of the classroom observation. Except for PD 1h evidence of this dimension is found on the Planning Sheet completed by the teacher. The teacher will provide evidence of recording student progress before the observation so that the observer may score PD 1h. The observer should study the teacher's lesson plan and record of student progress and score all observation statements for PD 1 before the classroom observation.

Observation Statement	Explanation
a. Learner objectives for the lesson are stated on the Planning Sheet.	The quality of all written objectives is addressed in this observation statement. 'Objective' refers to that which the teacher expects the student to learn during the observed lesson as opposed to what the teacher will do. Specific observable learner outcomes, not broad, general objective statements are appropriate for the purpose of demonstrating this observation statement. The statement of these objectives does not require a particular style of objective writing. It is not mandatory for the teacher to state the condition under which the learning is to occur or the criterion for mastery of an objective. For further discussion and examples, see Objectives in the Supplementary Notes.
b. Learner objectives are compatible with content and level.	One or more objectives may be written for a lesson. If any objective is inappropriate for either the content of the subject or the grade level of the majority of the students, the skill is not demonstrated. Appropriateness for content is not to be interpreted restrictively but rather in such a way as to include reasonable topics. For example, objectives concerning note-taking skills would be appropriate for social studies content. The emphasis of this observation statement is on the intent of the objective. A teacher who did not demonstrate the ability to write a well stated objective in PD 1a may be able to demonstrate the skill required in PD 1b. If only a part of the class is to be directly instructed by the teacher during the observation, objectives for all students for whom the teacher is responsible are still required.
c. Stated instructional procedures are planned to achieve each objective.	Procedures include strategies for achieving each objective. These strategies are designated in the procedures section of the Planning Sheet. Instructional procedures (e.g., learning activities, games, demonstrations, discussions, lectures) are to be provided in this section. Examples that are not considered instructional procedures are checking attendance, collecting lunch money, and assessment. The teacher must provide sufficient information for the observer to determine if a strategy addresses an objective. The focus is on the intent of the objective. If the objective(s) was not well written but the procedure is appropriate for the intent of the objective(s), the skill is demonstrated.

PERFORMANCE DIMENSION 1

Observation Statement	Explanation
d. Learning experiences are planned to involve students actively in the lesson.	Learning activities provide an opportunity for students to move, talk, or write. Evidence for this observation statement is found only in the procedures section of the Planning Sheet. The observer must determine whether the planned instructional procedures provide students an opportunity for active involvement as opposed to listening or reading. Homework assignments are not considered a part of the observed lesson.
e. Materials support the achievement of objectives.	Materials include resources, equipment, or supplies (e.g., chalkboard, basketball, handouts, charts, tape recorder) that are planned for use during the observed lesson. Materials must be designated in the procedures section of the Planning Sheet. The materials do not have to be listed separately but may be included as a part of the narrative description of procedures. However, materials that are the responsibility of the students do not have to be included (e.g., pencils, notebooks). If materials needed for a particular objective are not specified, the skill is not demonstrated. Materials that are provided by the teacher must be included. If no materials are needed for a particular lesson, credit is given.
f. Procedures or materials are planned to accommodate differences in at least two areas of student needs.	Plans must indicate that the teacher has provided for differences among students in at least two of the following areas: rates of learning, ability levels, or styles of learning. For further discussion and examples, see Student Differences in the Supplementary Notes.
g. Assessment procedures are planned to measure each stated objective.	Samples of questions or descriptions of items planned for measuring each objective must be provided. Assessment does not have to occur during the observed lesson, but the teacher must provide the assessment information for each objective stated on the Planning Sheet in either case. The teacher should provide questions if oral questioning is planned and behaviors to be observed if teacher observation is planned.
h. A record of individual student progress is maintained.	Records must indicate prior assessment of individual students and plans for recording assessment of at least one of the objectives stated. Records may be in separate files or a grade book. The teacher will show evidence of this to the observer before the observation.

PERFORMANCE DIMENSION 2

A COMPETENT BEGINNING TEACHER FULFILLS INSTRUCTIONAL RESPONSIBILITIES.

Skills, information, and concepts are presented to students efficiently.

Observation Statement	Explanation
a. Lesson begins promptly.	The time for beginning the lesson is indicated on the Schedule Sheet. A minimum of instructional time should be used for clerical tasks such as checking attendance. The behavior is not demonstrated if instructional time is lost at the beginning of the lesson for such things as organizing needed materials. If time lost in starting the learning activity is beyond the teacher's control (e.g., announcement by the principal), credit may still be given.
b. Learning experiences continue throughout the observational period without loss of instructional time.	Transitions are smooth; interruptions are handled with a minimum of class disruption; the observational period is used for learning activities; materials are available and organized for use; and the lesson continues until the end of the observational period. If students lose large amounts of instructional time, the behavior is not demonstrated. Examples are students who sit idly waiting for others to finish or the loss of a large amount of time for the teacher to write material on the chalkboard that could have been written before the lesson began. The behavior may still be demonstrated if the teacher uses time for experiences to facilitate learning, such as a physical exercise for young children who become restless or movement of a class to another section of the building for a learning experience.
c. Instruction facilitates the achievement of stated objective(s) by the students.	The instruction is appropriate for the topic and the students. Instruction must address at least one of the objectives stated on the Planning Sheet. For example, if the objective pertains to the meaning of prefixes and root words but the entire lesson is spent on the identification of prefixes with no discussion of their meaning, the instruction is inappropriate for the objective.
d. Stimulating techniques are used to motivate student interest.	The focus of this statement is on a specific technique used by the teacher to generate interest in the lesson, not on the degree of interest or motivation exhibited by the students. Motivating techniques may include 'attention getters', creative activities, unusual resources, thought-provoking questions, games, and simulations, for example, but do not include general enthusiasm, positive reinforcement, and factual questions. Such a technique might be the use of a 'magic carpet' to stimulate thought in a creative writing lesson or an explosive demonstration in a science lesson.
e. More than one instructional approach is demonstrated.	A variety of teaching methods (e.g., drill, lecture, demonstration, questioning, discovery, discussion, learning centers) is used. If the entire lesson is a lecture with no questioning or instructional discussion, the behavior is not demonstrated. An occasional question is not considered a questioning approach. If the teacher uses a combination approach for instruction, the behavior is demonstrated.

PERFORMANCE DIMENSION 2

Observation Statement	Explanation
f. **Varying group sizes are used for classroom organization.**	Group size is determined by the number of students the teacher instructs at one time. The entire class, small groups, or individuals are considered here. Small group instruction may consist of two or more students. Individual instruction occurs when the teacher instructs only one student. The other students in the class must be provided with learning tasks while the teacher instructs to an individual or small groups. When instructing an individual, the teacher does not interrupt the other students.
g. **All students are provided an opportunity for active involvement.**	Learning experiences provide an opportunity for all students to become actively involved in the lesson in some way by moving, writing, or talking. A discussion must provide all students an equal opportunity to contribute or answer questions.
h. **An opportunity is provided for students to apply or practice knowledge or skills.**	Application or practice may be used either to acquire or reinforce a concept or skill. The teacher may use this practice or application for assessment also.
i. **Information is obtained from students to determine the need for clarification, assistance, or adjustment.**	This refers to monitoring during the lesson as opposed to a pretest. The teacher may ask questions, look at samples of student work, or use other techniques for informal evaluation. One example is sufficient for this demonstration.
j. **Information about progress or performance is provided to students during the lesson.**	Feedback (e.g., "That's right" or "Try again") may be verbal, nonverbal, or written but must address correct or incorrect responses on such performances as answering questions or manipulating equipment.

PERFORMANCE DIMENSION 3

A COMPETENT BEGINNING TEACHER USES PROFESSIONAL CLASSROOM MANAGEMENT TECHNIQUES TO ASSIST STUDENTS IN LEARNING.

Professional behaviors to engage students in learning are addressed. The focus is on what the teacher does rather than on the behavior of the students.

Observation Statement	Explanation
a. **Expectations for behavior conducive to learning are stated or have been established for students.**	The expected behavior is stated or the conduct of students may indicate that expectations for behavior have been previously communicated (e.g., responding to signals without explicit directions). If stated during the lesson, the expectations should deal with student behavior (e.g., "I want you to listen carefully . . .") as opposed to the instructional intent covered in PD 4b (e.g., "We are going to learn . . ."). The emphasis in this observation statement is on what the teacher communicates to students about behavior and not the teacher's firmness in managing behavior covered in PD 3d.
b. **Knowledge or ideas are conveyed with confidence and authority.**	Opinions, ideas, or expansions of topics are expressed by the teacher without tentativeness or hesitancy. Hesitancy may appear in the teacher's inability to respond to questions or to explain concepts without referring to books or notes. The teacher does not need to have answers to all questions but should know how to find the answers. Reflective thinking is not to be discredited.
c. **Classroom procedures are directed in a confident manner.**	Actions of the teacher in proceeding to new activities or in assigning students are decisive. The teacher knows what to do and how to do it. Implusive actions are not necessarily indications of confidence.
d. **Firmness of the teacher in managing behavior conveys confidence.**	The teacher enforces limits, provides leadership, and demonstrates authority without intimidation. The teacher avoids idle threats.
e. **Disruptions are addressed if they interfere with learning of other students.**	All disruptions are handled in accordance with the severity or nature of the disruption. A sleeping student is inattentive as opposed to disruptive and should be considered in PD 3h. Excessive talking between students may indicate inattentiveness and disruption of learning. Tardiness may or may not be disruptive depending on how the students enter the classroom. If no disruptions occur, credit is given.
f. **School, district, or professional codes of behavior are adhered to and enforced by the teacher.**	Codes of behavior for teachers and students must be written or formally stated. The behavior is demonstrated if there are no examples contrary to such stated codes. School or district policies concerning dress codes or gum chewing, for example, must be known to the observer if credit is not given for these reasons. Professional practices such as honesty or truthfulness may be implicit.

PERFORMANCE DIMENSION 3

Observation Statement	Explanation
g. Special assistance is provided to students when needed.	The teacher provides additional instruction for individual students who need it. Such special assistance requires the teacher to provide help whenever a student or small group of students indicates lack of skill or understanding through incorrect responses, poor performances, questions of the teacher, or direct requests for aid. This may be provided by assigning or designating someone else (e.g., peer student, specialist, aide) to provide assistance. If no assistance is needed or if it is not feasible to give special assistance at the time needed, credit is given. If it is not feasible to give special assistance at that time, the teacher must acknowledge to the student or students that help will be provided at a later time. This observation is distinguished from PD 3i, adjustment, because it addresses the situation where most of the class is progressing as expected except for one or a few students.
h. Techniques are used to involve students who are inattentive.	Verbal or nonverbal techniques, such as using student names, moving toward students, asking students questions, and working with students are employed to engage students in learning tasks. The teacher uses these techniques throughout the lesson if students are more than momentarily inattentive. If techniques are not needed, credit is given.
i. Adjustment is provided when needed.	Adjustment refers to altering instructional strategy. Restatements, brief clarifications, and reprimands for the inattentive are not examples of adjustments; whereas, reteaching, changing plans, and designing impromptu learning activities for remaining class time are examples of adjustments. The teacher may need to alter instruction if, for example, students lose interest, fail to understand, become frustrated, or complete assignments early. If no adjustments are necessary, credit is given. This observation is distinguished from PD 3g, special assistance, because it addresses the situation where most of the class does not progress as expected even though some may.
j. Patience and poise are maintained by the teacher.	Negative emotional outbursts are avoided, and the teacher is in control of emotions. The teacher allows time for students to ask questions or complete work.
k. Students are treated with fairness and impartiality.	Treatment of students is free of detrimental bias. Bias may be indicated by unfair treatment of students. For example, it may be unfair to others if one student is called on to give every answer.

PERFORMANCE DIMENSION 4

A COMPETENT BEGINNING TEACHER COMMUNICATES ACCEPTABLY.

Written communication and spoken communication facilitate instruction and serve as a model for students. Evidence for this dimension includes both formal and informal interactions.

Observation Statement	Explanation
a. **Visual communication and oral communication are compatible with the physical arrangement of the facilities.**	All students are able to see and hear instruction by the teacher. The physical limitation of facilities may require the teacher to adjust instructional presentations. Provisions must be made for students with handicaps.
b. **Instructional intent or plan is communicated to students to begin a learning experience.**	Instructional intent or plan includes a description of structure or content of the lesson or an orientation for students about what is to follow. Directions or plans are given even if the lesson is a continuation from a previous lesson or a discovery activity.
c. **Explanations, descriptions, and questions meet student level of understanding.**	Vocabulary is not too difficult, and sentence structure is not too complex for most students. In foreign language classes the determination of clarity is based on the instruction given in English.
d. **Explanations are restated in different words or initial explanations are sufficient.**	If explanations are clear and sufficient for the most part, there is no need for clarification. However, if explanations are not sufficient and the teacher does not restate or explain further, the behavior is not demonstrated.
e. **A logical sequence is followed in the presentation.**	Explanations or descriptions are organized so that an orderly presentation is made. Examples of a related step-by-step approach may include explanations given in chronological order, procedural order, simple to complex, concrete to abstract, or familiar to unfamiliar. Presentations may be given to the entire class or portions of the class. In foreign language classes the observation of organized presentation is based on instruction given in English.
f. **Demonstrations or examples are used by the teacher for illustrations.**	These can be illustrations of knowledge or skills such as the teacher multiplying numbers, passing a football, showing pictures, or using analogies. The teacher may use student work as the example if it is used to communicate instruction.
g. **Content information communicated by the teacher is accurate.**	Factual information provided by the teacher is correct. If the teacher makes a blatant error in content that is noticeable to an out-of-field observer, the behavior is not demonstrated.
h. **Written material is legible.**	Words and figures that appear on materials such as chalkboards, handouts, bulletin boards, and Planning Sheets are neat and distinct enough to be discerned.

PERFORMANCE DIMENSION 4

Observation Statement	Explanation
i. **Written material prepared by the teacher is free of spelling errors.**	Written examples may appear on materials such as chalkboards, handouts, bulletin boards, and Planning Sheets. Typographical or careless errors are counted as misspellings. However, poor letter formation is not considered misspelling. In foreign language classes the spelling in English is considered.
j. **Language is free of frequent errors in grammar.**	Written communication and spoken communication do not contain consistent errors such as double negatives, improper verb tense, and subject-verb disagreement. In foreign language classes grammatical usage in English is considered.
k. **Speech and voice quality do not interfere with communication.**	Consideration should be given to volume, tone, articulation, enunciation, pronunciation, and speech mannerisms. Speech and voice quality may interfere with communication if concentration on the lesson is distracted by the interfering factor.

PERFORMANCE DIMENSION 5

A COMPETENT BEGINNING TEACHER DEMONSTRATES A POSITIVE ATTITUDE TOWARD STUDENTS AND LEARNING.

This dimension refers to teacher-student interactions that promote a psychological environment conducive to learning. Attitudes are perceived through observable behaviors that may help to indicate negative or positive feelings toward students or learning.

Observation Statement	Explanation
a. **At least two areas of student needs are accommodated in the learning activities.**	Accommodations are made in at least two of the following areas: rate of learning, ability levels, or styles of learning. Homework is not an adequate demonstration of accommodating different rates of learning. For further discussion and examples, see Student Differences in the Supplementary Notes.
b. **Methods are used to reinforce students who are engaged in learning.**	The teacher responds positively throughout the lesson to students who participate. The methods considered as positive reinforcement may include praise and encouragement, either verbal or nonverbal but do not include answering questions, restating questions, and using 'OK' impersonally.
c. **Courtesy and respect are modeled by the teacher.**	Politeness is modeled throughout the lesson. Student names are used in a friendly and respectful way. No sarcastic or belittling remarks or actions by the teacher toward the students or their work are evident.
d. **Students are encouraged to express personal ideas, needs, or interests.**	Careful attention is given by the teacher if a student initiates thoughts. The teacher may promote this expression by asking for opinions or listening attentively. The ideas and needs may be associated with academic content or personal needs (e.g., the student may be without a pencil and the teacher supplies it).
e. **Personalized references are used for illustration.**	Personalizing the topic can be demonstrated by expressing a relationship of the idea to the individual. Teachers may characterize a personal incident either of the students or of themselves and show its relation to the lesson. An example may be, "Johnny, don't you have a dog like the one in this story?" or "I remember how difficult it was for me to learn algebra."
f. **Support is demonstrated when a response is made to student errors.**	Constructive criticism is given with encouragement. The teacher may recognize a student's response as a worthwhile contribution in spite of errors. The focus in this observation statement is on how the teacher responds and not whether the teacher responds to student errors as in PD 2j. If no incorrect student responses are made, credit is given; one example during the lesson constitutes adequate demonstration of the skill.
g. **Students are given reasons for actions, decisions, or directives made by the teacher.**	The teacher does not have to give reasons for every action, but at least one example must be observed. Evidence may be, "The reason we are in groups today is that . . ." or "I'll be with you in a minute, but right now I'm working with . . . ." A negative example may be, "Do it because I said to!"

PERFORMANCE DIMENSION 5

Observation Statement	Explanation
h. The value of the lesson or its components is stated.	'Value' may refer to importance or relevance. The teacher shows a relationship between the lesson and long-range goals, everyday life, or a greater whole. The teacher may show importance of single concepts as components of the lesson.
i. Enthusiasm for learning is communicated.	The teacher demonstrates excitement, enjoyment, or animated involvement in learning through dramatic expressions in gestures, movement, vocal inflections, or facial changes. One demonstration during the lesson is adequate.
j. Open-mindedness is communicated.	The teacher admits fallibility, accepts criticism, and considers opposing opinions, ideas, or feelings. An example of admitting fallibility is, "I do not know the answer to that question, but I will check on it." The behavior is demonstrated if there is no evidence to the contrary.
k. A sense of humor is demonstrated.	The teacher utilizes humor or acknowledges a humorous idea or situation. The humor should not be at the expense of students. A pleasant demeanor is not adequate evidence of a sense of humor.

SUPPLEMENTARY NOTES

OBJECTIVES

Observable learner outcomes call for the use of an action word in each objective. Lists of observable action words and words that should be avoided when writing objectives follow.

Observable:	To Be Avoided:
list	learn (How will the teacher know that the students have learned?)
describe	understand
compare	discuss (This verb is often used as a procedure rather than a learner outcome.)

Examples in which the skill is demonstrated:

1. The student will select the significant details of a paragraph.
2. The student will add two-digit numbers.
   (The preceding examples are stated in terms of the student and contain observable learner outcomes. Both examples indicate to the observer the specific results of instruction.)

Examples in which the skill is not demonstrated:

1. The student will work a crossword puzzle.
   (What will the student learn as a result of working the crossword puzzle? Is it a puzzle that reinforces math skills or vocabulary skills?)
2. The student will visit the zoo.
   (What is the purpose of the trip to the zoo? What will the students learn during this process?)
3. The student will maintain familiarity with word problems.
   (What are the specific skills to be applied with the word problems?)
4. The teacher will present a lecture to the students.
   (The objective is stated in terms of the teacher.)
5. The student will be able to learn reading skills.
   ('To learn' is not observable. What will the students do to indicate learning of reading skills? This objective is too general. What are the specific reading skills to be presented during the observed lesson?)

STUDENT DIFFERENCES

'Rate of learning' refers to the amount of time needed by students to complete a learning task. One way for a teacher to allow for different rates of learning among students is to plan additional activities for students who complete an assignment early. If students are directed to use as much time as necessary, only a slow rate of learning has been accommodated. To determine whether the teacher has planned for student differences in ability levels, differential assignments that vary in difficulty must be evident, or the reason for the ability grouping should be stated.

The term 'styles of learning' as used in the APT refers to the different modalities through which students obtain information. Definitions of the learning modes and examples of each follow.

1. auditory-- Learning tasks that emphasize the sense of hearing include those activities such as lecture, audio tapes, and records.
2. tactile/kinesthetic -- The use of the sense of touch or large muscle movement in instruction is required for the tactile/kinesthetic learning modality. Math teachers might have students write number combinations in a box of sand. Reading teachers who instruct students to jump when presented with the word 'jump' or sit when shown the word 'sit' are using the tactile/kinesthetic learning mode.
3. visual -- When information is presented to students in a manner that requires the sense of sight, the visual learning mode is used. Examples include writing on the chalkboard, displaying a transparency, or showing a picture.

DEMOGRAPHIC SHEET

Name _____ ID Number _____

Mailing Address _____
(street and number) (city, state, zip code)

Telephone Number: Work _____ Home _____

Location: School District Personnel

County _____

District _____

School _____

College or University Personnel

Institution _____

Note: Student teachers, please fill in both sides.

Classification in Field Study: (circle only one number)

1. Student-teacher supervisor observer
2. Cooperating student-teacher observer
3. Principal observer
4. District administrator observer
5. Peer teacher observer
6. Student teacher to be observed
7. Beginning teacher to be observed
8. Experienced teacher to be observed
9. Trainer only (not making observations)

Age: 1. under 25 2. 25-35 3. 36-50 4. over 50 years old

Sex: 1. female 2. male

Race: 1. black 2. white 3. other _____

Experience (educational employment including this year): _____years

Area(s) of certification (circle all that apply):

1. Not Certified in SC
2. Teaching on Permit
3. Administration
4. Art
5. Driver Education
6. Early Childhood Education
7. Elementary Education
8. English
9. Foreign Languages
10. Health Education
11. Math
12. Music
13. Physical Education
14. Science
15. Social Studies
16. Special Education
17. Speech and Drama
18. Trades and Industrial Oriented Education
19. Vocational Education
20. Other _____

(Field Study Draft: not to be used for teacher evaluation purposes)

SCHEDULE SHEET

Teacher _____ ID Number _____

ORIENTATION:

The teacher attended the orientation session on _____
(date)

Was the teacher given a copy of the APT Instrument and additional copies of necessary forms?

yes no

FIRST OBSERVATION:

Date: _____ Time: _____/_____ Location: _____
(begin/end)

The Planning Sheet will be ready by: _____ after _____
(date) (time)

Observer _____ ID Number _____
(signature)

SECOND OBSERVATION:

Date: _____ Time: _____/_____ Location: _____
(begin/end)

The Planning Sheet will be ready by: _____ after _____
(date) (time)

Observer _____ ID Number _____
(signature)

THIRD OBSERVATION:

Date: _____ Time: _____/_____ Location: _____
(begin/end)

The Planning Sheet will be ready by: _____ after _____
(date) (time)

Observer _____ ID Number _____
(signature)

CONFERENCE:

Date: _____ Time: _____ Location: _____

Evaluator _____ ID Number _____
(signature)

I have read and agreed to the above schedule for APT observations. I understand the analysis of these data will be kept confidential and that as a field study no employment decisions will be made upon the basis of these observations.

Teacher _____ Date _____
(signature)

(Field Study Draft: not to be used for teacher evaluation purposes)

PLANNING SHEET

Teacher's Name _____ **ID Number** _____

School _____ **Room Number** _____ **Date of observation** _____

Observer's Name _____ **Observation time begins** _____ **ends** _____

Grade Level _____ **Subject** _____

Objectives for the lesson (What the students will learn to do)	**Instructional procedures and materials for each objective** (What will be done to achieve the objectives and the equipment or materials to be used) Briefly describe or attach any handouts. Underline materials needed.	**Assessment of objectives** (How student progress will be measured) Briefly describe process and attach copies of any written evaluations.

Attach additional sheets if necessary.

(Field Study Draft: not to be used for teacher evaluation purposes)

OBSERVATION SHEET

Teacher ID No. _____ Grade Level _____ Subject _____

Observer ID No. _____ Date _____ Time _____
(Write 'self' if prepared as self-evaluation.)

Scores: PD 1: _____ PD 2: _____ PD 3: _____ PD 4: _____ PD 5: _____ Total: _____

Directions: Use the *Assessments of Performance in Teaching: Field Study Instrument* (APT Instrument) to complete this sheet. After reading the Planning Sheet and examining records (for PD 1) or observing the teaching demonstration (for PD 2-5), write a brief statement of evidence or lack of evidence after each observation. Then circle the letter in the column on the right if the skill or behavior was demonstrated or place an X over the letter if evidence did not support the demonstration. All observations must be scored. Write the total number of observation statements demonstrated for each Performance Dimension (PD) in the blanks above.

Observation	Evidence	Demonstration

PD 1: PLANNING

a. objectives stated		a.
b. objectives compatible		b.
c. procedures stated		c.
d. students involved		d.
e. materials stated		e.
f. differences accommodated		f.
g. objectives assessed		g.
h. progress recorded		h.

PD 2: INSTRUCTION

a. began promptly		a.
b. instruction continued		b.
c. objectives addressed		c.
d. interest stimulated		d.
e. methods varied		e.
f. size varied		f.
g. active opportunities		g.
h. application opportunities		h.
i. information obtained		i.
j. information provided		j.

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PD 3: MANAGEMENT

a. behavior established	a.
b. knowledgeable authority	b.
c. procedural confidence	c.
d. firm enforcement	d.
e. disruptions addressed	e.
f. codes enforced	f.
g. special assistance	g.
h. inattentive involved	h.
i. strategies adjusted	i.
j. patient, poised	j.
k. fair, impartial	k.

PD 4: COMMUNICATION

a. communication arrangement	a.
b. instructional intent	b.
c. understandable explanations	c.
d. different restatements	d.
e. presentation organized	e.
f. demonstrations, examples	f.
g. information accurate	g.
h. legible writing	h.
i. correct spelling	i.
j. correct grammar	j.
k. speech quality	k.

PD 5: ATTITUDE

a. needs accommodated	a.
b. engagement reinforced	b.
c. courtesy modeled	c.
d. expression encouraged	d.
e. learning personalized	e.
f. supportive corrections	f.
g. actions rationalized	g.
h. lesson value	h.
i. enthusiasm communicated	i.
j. open-mindedness	j.
k. humor acknowledged	k.

CONFERENCE SHEET

Teacher Observed _____ ID Number _____ Conference Date _____

Observation Verifications:

First Observation Date _____ Observer _____ ID Number _____
(signature)

Second Observation Date _____ Observer _____ ID Number _____
(signature)

Third Observation Date _____ Observer _____ ID Number _____
(signature)

	Tentative Standard	Total 3 Observations	Total 3 Self-Evaluations	Strengths Identified from Observation Statements	Weaknesses Identified from Observation Statements
PD 1:	15 /24	_____	_____		
PD 2:	24 /30	_____	_____		
PD 3:	27 /33	_____	_____		
PD 4:	27 /33	_____	_____		
PD 5:	18 /33	_____	_____		

Remediation Proposed: Objective, Procedure, and Assessment (Use additional sheets if necessary)

Conference Verifications:

Teacher _____ Evaluator _____
(signature) (signature)

Evaluator's External Criteria Rating: 1 2 3 (To be completed by evaluator after the conference)

(Field Study Draft: not to be used for teacher evaluation purposes)